

Section I

Overview of AB 75

Requirements for Submission

The following sections present proposal and plan requirements for LEAs and training providers. While the criteria are defined independently, it is the intent that these entities work in a collaborate manner to satisfy the requirements.

LEAs are required to submit the online LEA Program Proposal Form (See sample, Attachment D) to request incentive funding. Section II provides a guide with general criteria and requirements for LEA proposals. If the LEA is also applying as a provider, the LEA is required to complete the Provider Application Form described below.

Prospective providers should use the Provider Application Form (Attachment E) to apply for approval from the State Board, using Section III and Section IV as guides. Section III provides general criteria for all providers, regardless of which module(s) they are applying for. Providers are required to submit to the State Board of Education all assurances and documentation listed in Section III. Sections IVa, b, and c outline criteria for providers, specific to each module, and should guide the development of the training curriculum of each module submitted for approval.

Section I

Overview of AB 75

Background & Perspective

California has been engaged in a serious public school reform effort since the mid-1990s. The foundation for this reform rests on a belief in and commitment to increased academic expectations for every student. The public expects our schools to prepare its future citizens to meet world-class standards for excellence, productivity, and responsible citizenship.

The Governor, the Legislature, the State Board of Education, the State Superintendent of Public Instruction, and the Department of Education have been consistent and clear on the directed focus for K-12 school improvement in California. Policy makers and educational leaders, at all levels, have helped to develop and implement a systematic approach and related state level initiatives, that provide the leadership, curriculum focus, instructional materials, training, and resources necessary to make this vision a reality. These initiatives are grounded in the State Board-adopted grade level content standards and curriculum frameworks. Priority has been given to low performing schools and to improving the quality of instructional programs for every student in the public school system.

A major part of the state's reform effort revolves around the principles and practices of accountability. At the state level, the STAR testing program and the High School Exit Exam are in place to measure student achievement. Local school administrators are also being asked to monitor student results and establish specific student, class, and school level improvement goals. Teachers, too, are engaged in peer reviews and coaching/mentoring programs to improve instruction.

This background and perspective provided the basis for the development of these criteria and guidelines for the implementation of new legislative initiatives and the distribution of state resources within these new programs. The focus of all initiatives and resources is ultimately judged by their ability to improve student academic achievement.

Description of School Site Leadership

The school site principals serve multiple and interconnected roles. First, and foremost, is the role of instructional leader for the school site. The principal is responsible for establishing the vision for student achievement; fostering commitment across, and providing guidance and support to, teachers and staff; and ensuring the full implementation of effective instructional programs with supporting technology. Ultimately, the principal is accountable for the collection and tracking of, and use of, student achievement data and results by all teachers and staff, providing feedback to teachers and staff on instructional delivery, and making continuous improvement in instruction, as necessary, until all students meet or exceed grade level content standards.

Secondarily, principals have management responsibilities for maximizing the financial, technological, and human resources of the school site, resolving the day-to-day challenges, and instilling an overall vision and focus. It is within this administrative leadership capacity that the principal ensures: a school site with qualified and competent teachers and staff; a clear plan with accountability for the use of financial, technological, and human resources; clear roles and

responsibilities for teachers and staff; ongoing training to enhance teacher learning and professional development; and a collaborative and productive environment where teachers, staff, aides, parents, volunteers, and students remain focused on, and committed to, a common vision and strategy for continuous learning and student achievement.

New Technology Resources

New technologies are important for site administration. These tools can:

- Enhance the organization and analysis of students and staff data for planning and improvement efforts.
- Deliver professional development and student instruction.
- Help provide access to instructional resources for school staff and students.
- Modernize the management function of schools.

The Bill and Melinda Gates Foundation (Gates Foundation) has provided incentive matching funds for AB 75 professional development efforts.

Relationship to AB 466

The heart of the most recent additions to California's school reform effort is AB 466. This teacher training program provides the basis and fundamental premise for improving student achievement. Our state believes that well prepared teachers provide quality, standards-based instruction for every student, at every grade level, on every day of school. AB 466 also requires every student to have State Board-, or local board-, approved instructional materials.

AB 75 provides the leadership, infrastructure, and support for AB 466. By training principals and vice principals as instructional leaders, we provide them with the skills and knowledge to guide teachers and instructional aides or paraprofessionals in their focused and concentrated efforts to improve student achievement.

Implementation of AB 75

AB 75 provides funding for professional development focused on building principals' leadership skills and capacity to serve effectively in their critical and complex roles. The goal is to develop principals who come from a variety of contexts and challenging environments, who are able to establish sound and clear instructional goals, who collaboratively develop data-driven instructional strategies, and who lead a school through powerful instructional change. With these goals in mind, AB 75 training providers are expected to maintain a clear focus, throughout all training modules, on improving student achievement through increased accountability, standards-based instruction, curriculum frameworks, instructional materials, and use of pupil assessment instruments.

In addition to a clear focus on student achievement, the AB 75 training providers will be expected to design programs to fit the needs of individual LEAs, schools, and principals. Through collaboration with the LEAs, training providers are expected to individualize and differentiate the training program options to address various levels of principal experiences, current competencies, and prior training. Providers will also work in collaboration with LEAs and their possible partners (institutions of higher education and other educational entities) to plan and provide high quality, intensive, follow-up trainings. Exhibit 2 provides an overview of State Level Responsibilities for the

major functions of AB 75; Exhibit 3 provides an overview of LEA Responsibilities for the major functions of AB 75.

Target Schools & Population

First priority, for the use of AB 75 and related funding, should be given to key administrative staff in “low-performing schools” and “hard-to-staff” schools” in order to address the professional development needs of these schools. Exhibit 4 provides terms and definitions for AB 75. In addition, AB 75 supports LEAs in their teacher and classroom professional development efforts funded under AB 466.

Key administrative staff includes principals and vice principals. For each administrator trained, LEAs will receive \$3000. A \$1000 match from the LEA is required. Gates Foundation dollars, secured to support the AB 75 program, can be used for 100 percent of the local match funding required for each principal and one half (50 percent) of the local match required for each vice principal, depending on overall participation rates of principals and vice-principals.

Training Modules

AB 75 requires that principals receive training in the following Content Areas, identified in subsection 44511(a):

- (1) School financial and personnel management.
- (2) Core academic standards.
- (3) Curriculum frameworks and instructional materials aligned to the state academic standards.
- (4) The use of pupil assessment instruments, specific ways of mastering the use of assessment data from the Standardized Testing and Reporting Program, and school management technology to improve pupil performance.
- (5) The provision of instructional leadership and management strategies regarding the use of instructional technology to improve pupil performance.
- (6) Extension of the knowledge, skills, and abilities acquired in the preliminary administrative preparation program that is designed to strengthen the ability of administrators to serve all pupils in the school to which they are assigned.

AB 75 Content Areas (a) (1) through (6) are required by law; AB 75 Content Area (b), below, is optional.

- (b) The additional instruction and training areas that may be considered to improve pupil learning and achievement based upon the needs of participating schoolsite administrators, include pedagogies of learning, motivating pupil learning, collaboration, conflict resolution, diversity, parental involvement, employee relations, and the creation of effective learning and workplace environments.

Training for the AB 75 Content Areas will be provided in two phases, an Institute and Follow-Up Practicum. The entire training program is divided into 3 modules, with each module including guidelines for both the Institute phase and the Follow-Up Practicum phase. The modules are aligned with general competencies. This will enable LEAs to create an effective program using a team of providers, each with focused expertise and quality track records. Providers may apply to be approved

to provide training in one or more modules. Providers may only provide training for modules for which they have been approved by the State Board of Education. LEAs may also use an external provider for one or two modules, and apply to be their own provider for the remaining module(s). Given this flexibility, the State Board of Education still strongly encourages providers to develop and seek approval for complete programs (either alone or by forming partnerships with other providers) in order to be able to offer a complete training package to LEAs. This will be an attractive option for many LEAs, especially those representing small or medium size districts.

The three modules will be referred to as:

Module 1: Leadership & Support of Student Instructional Programs

Module 2: Leadership & Management for Instructional Improvement

Module 3: Instructional Technology to Improve Pupil Performance

AB 75 Content Area 6 will be included in each module and referred to as Extension of Knowledge, as it is intended to offer additional training in areas that are optional and specific to the LEA's follow-up needs. While it is anticipated that the Extension of Knowledge section will serve as all or part of the Follow-Up Practicum, it may also be included in the Institute. Additional training suggestions, as identified in subsection 44511(b), are included as alternatives for the Follow-Up Practicum related to Module 2.

Module 1 should emphasize the knowledge and actions required to lead and assist teachers in fully implementing the standards-based instructional programs approved by the local school board; and to plan, monitor, and act on assessment data for improving instruction and student achievement.

Module 2 should clearly focus on the elements necessary to align monetary and human resources to appropriate priorities to support and monitor effectiveness of instruction and improvement on student achievement.

Module 3 should focus on technology applications which link and support Module 1 and Module 2, in addition to serving a key role for process and system-wide improvements. Under the special funding and program considerations of the Gates Foundation, technology will not be merely a stand-alone component of the training, but rather will be embedded throughout the training as a tool to support the principal's work as an instructional leader.

Individualization

It is the intent of AB 75 that all site administrators master the content described in Modules 1, 2, and 3. At the same time, the design of the AB 75 Principal Training Program offers multiple approaches to individualizing the program to match the different levels of skill and experience of principals. While it is not practical for providers to develop an individualized program to meet the needs of each individual participant, there are several ways in which the program must be differentiated. For Module 1, the basic training curriculum is differentiated by the principal's school level, as the State Board- or local board-adopted instructional materials serve as the basis for the training curriculum. Additionally, the Follow-Up Practicum offers significant opportunities for individualization: LEAs and providers will collaborate to develop and plan a diverse range of follow-up activities that are appropriate to the skill level and experience of the individual principal.

In addition, for all modules, the LEA may request that providers offer an advanced curriculum in the same content areas, provided the LEA identifies enough principals to constitute a regular class size. It is suggested that LEAs wishing to offer an advanced program confirm, before contracting, that

prospective providers have the capacity and willingness to do this. This will allow more advanced principals to interact with peers who have similar levels of skill and experience. Providers should work with LEAs to determine the appropriate content for the advanced level. The advanced level may include content similar to the basic curriculum, at a more advanced level, or may include additional content beyond what is required in the basic curriculum. In either instance, the LEA must ensure that each participant has had the opportunity to master the content and the desired participant results listed in each module. (Note: Providers are required to develop, and submit for approval, the basic curriculum only.)

In those rare circumstances where there is substantial evidence that an individual principal has already mastered the basic (and advanced, if available) content being offered by the provider, the LEA may waive a principal out of the training module(s) offered by the provider and instead provide an alternative module or course that is equal in time duration and rigor to the standard training. It is the responsibility of the LEA to assess and retain evidence that the principal has mastered a preponderance of the content in the relevant module, following the requirements listed below. In addition, it is the responsibility of the LEA, in consultation with the provider and the individual, to determine an alternative course of professional development this is equal in time duration and rigor to the standard training. The LEA may consider collaborating with the provider to establish a coaching, mentoring, or leadership role for the individual (within select portions of the training), allowing for further leadership development of the individual as well as benefiting peers.

The expectation is that the option to participate in an alternative course of professional development will be exercised by only a small percentage of exceptional administrators. LEAs will be required to keep records on the number (and percentage) of principals who are waived out of the regular training program and a written detailed description of the alternative course of professional development. In addition, all assessments given as part of the standard training shall also be given to principals who are participating in the alternative course of professional development.

Below are the requirements for individual principals to be waived out of the standard training offered by the provider and into an alternative course of professional development:

Module 1:

- Principal must have previously participated in AB 466 training, or PDI training, or other training that included explicit training on instructional materials adopted by the State Board of Education in 2001 or later, (LEA must retain evidence of this prior training), or LEA must have assessed that the principal has already mastered a preponderance of the “desired participant outcomes” of Module 1 (LEA must retain evidence of this assessment).
- LEA must determine, in consultation with the provider and the individual, an alternative course of professional development that meets the legislated time requirements and covers content only in the legislated content areas.

Modules 2 and 3:

- Principal must have previously participated in training comparable in content and rigor to the standard training that the provider is offering (LEA must retain evidence of this prior training), or the LEA must have assessed that the principal has already mastered a preponderance of the “desired participant outcomes” of the module(s) (LEA must retain evidence of this assessment).

- LEA must determine, in consultation with the provider and the individual, an alternative course of professional development that meets the legislated time requirements and covers content only in the legislated content areas.

Breadth and Depth of Training Curriculum for Modules

While the guidelines and criteria for each module are comprehensive, they are intended to be flexible. Criteria in boldface type are critical and mandatory; other criteria are not mandatory but should serve to guide the general direction and depth of the provider's curriculum. The criteria were not written in an order to reflect priority nor to present themselves as independent elements. For Module 1, all criteria are mandatory. Proposals for Modules 2 and 3 will be evaluated on whether the curriculum for the standard training program addresses a preponderance of the content covered in the guidelines and criteria. Although providers have flexibility in the content of the program, they must propose, for state approval, all of the content they seek to offer.

It is expected that the provider will design a curriculum to satisfy state requirements but will also collaborate with the LEA and modify the curriculum as needed to satisfy the LEA's and participants' needs. Each provider will determine the most effective method of delivering instruction. The provider must be responsive to the minimum hours for each module, though additional hours may be included as LEAs may negotiate for hours above and beyond the training curriculum submitted (likely no more than 10 additional hours per module).

The content within Modules 2 and 3 is highly integrated, as it should be, to enable principals to effectively fulfill both instructional leadership and management responsibilities. The LEAs should collaborate and negotiate with providers in order to ensure integration of all content as well as to avoid unintended redundancy.

Exhibit 1, the Principal Training Program Professional Development Modules and AB 75 Content Areas, illustrates the relationship between the three modules, the AB 75 Content Areas, and the service phases (Institute and Follow-Up Practicum).

Special Circumstances

Small LEAs and individual charter schools are strongly encouraged to form or join consortia to constitute a critical mass of participants to allow for differentiated training specific to the participants' school level and/or textbook adoption. Alternative methods of delivery (e.g. use of online technologies) will be considered if centralized training is not possible due to problems caused by geographic disbursement, or if the provider is proposing an experimental or pilot program. The provider will need to describe the nature of the problem or the experimental program, as well as the rationale for the proposed alternative.

Providers serving LEAs or consortia that represent multiple adoptions should instruct using the most commonly adopted instructional program and make efforts to reference the other adoptions used by the participants. Providers that anticipate serving LEAs or consortia that have very few participants should describe how they will organize training to meet the differentiated needs of elementary, middle, and high school principals. Providers who use alternative formats are still responsible for providing training that will accomplish a preponderance of the "desired participant results" for each participant at each level.

Exhibit 1

Principal Training Program Professional Development Modules & AB 75 Content Areas		
Modules & AB 75 Content Areas	Provider Service Phases & AB 75 Content Areas	
	Institute	Follow-Up Practicum
Module 1 – Leadership & Support of Student Instructional Programs	40 Hour Minimum	40 Hour Minimum
AB 75 Content Areas 2) Core academic standards. 3) Curriculum frameworks and instructional materials aligned to the state academic standards. 4) The use of pupil assessment instruments, specific ways of mastering the use of assessment data from the Standardized Testing and Reporting Program, and school management technology to improve pupil performance. 6) Extension of the knowledge, skills, and abilities acquired in the preliminary administrative preparation program that is designed to strengthen the ability of administrators to serve all pupils in the school to which they are assigned.	AB 75 Content Areas 2, 3, & 4	Extension Knowledge, Skills, and Abilities, as related to AB 75 Content Areas 2, 3, & 4.
Module 2 – Leadership & Management for Instructional Improvement	15 Hour Minimum	
AB 75 Content Areas 1) School financial and personnel management. 6) Extension of the knowledge, skills, and abilities acquired in the preliminary administrative preparation program that is designed to strengthen the ability of administrators to serve all pupils in the school to which they are assigned.	AB 75 Content Area 1	Extension Knowledge, Skills, and Abilities, as related to AB 75 Content Area 1.
Module 3 – Instructional Technology to Improve Pupil Performance	15 Hour Minimum	
AB 75 Content Areas 5) The provision of instructional leadership and management strategies regarding the use of instructional technology to improve pupil performance. 6) Extension of the knowledge, skills, and abilities acquired in the preliminary administrative preparation program that is designed to strengthen the ability of administrators to serve all pupils in the school to which they are assigned.	AB 75 Content Area 5	Extension Knowledge, Skills, and Abilities, as related to AB 75 Content Area 5.
	80 Hours Minimum	80 Hours Minimum

Exhibit 2

Overview of Provisions for AB 75 Principal Training Program

State Level Responsibilities

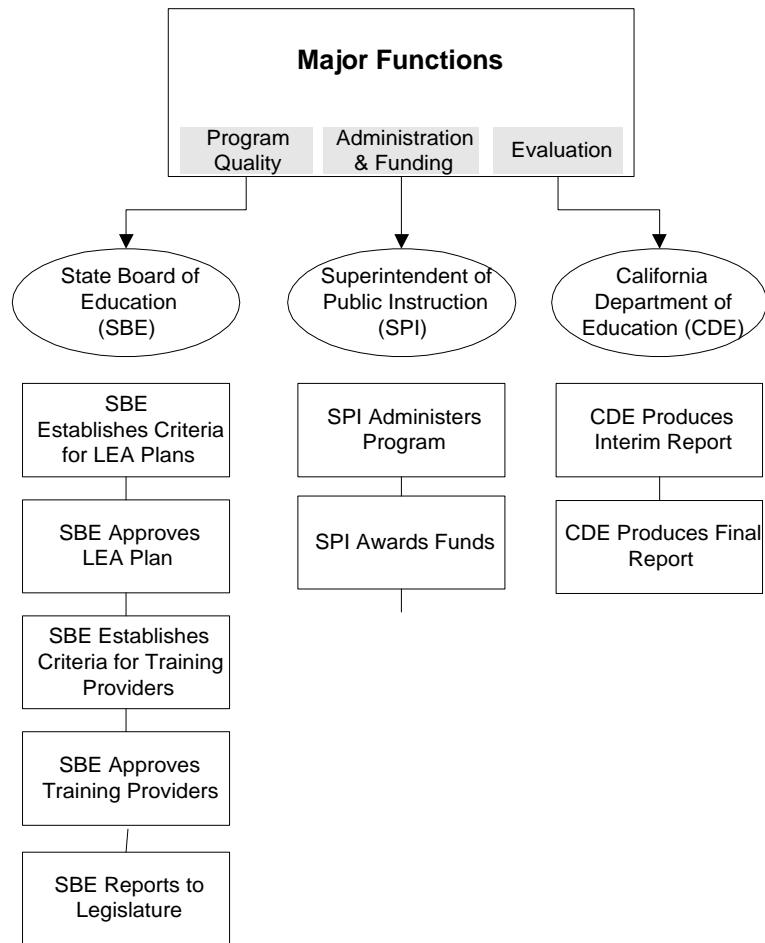


Exhibit 3

Overview of Provisions for AB 75 Principal Training Program

Local Educational Agency (LEA) Responsibilities

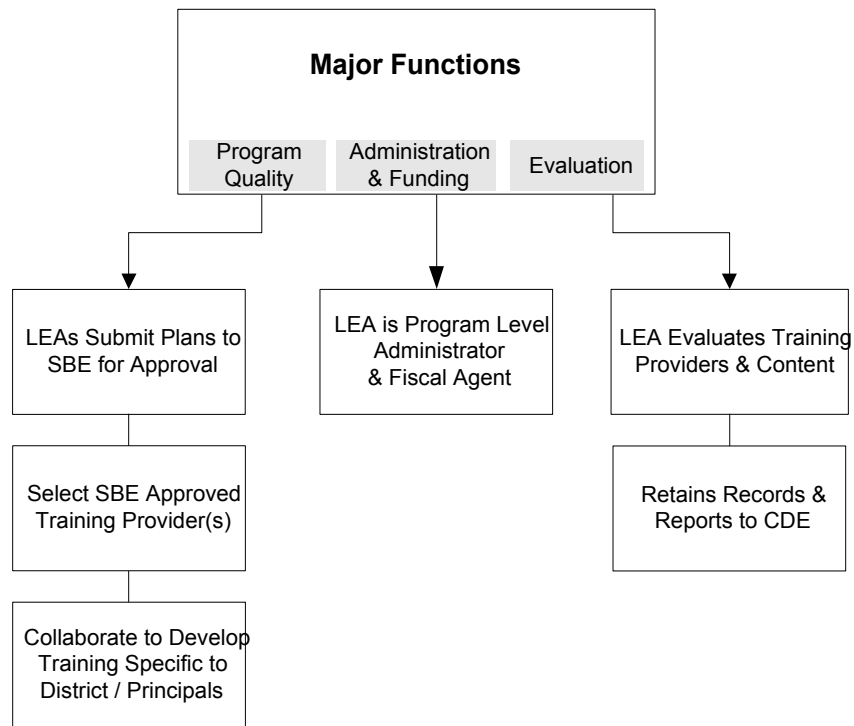


Exhibit 4

Terms & Definitions

For purposes of this article, AB 75, Article 4.6, Section 44510, Chapter 3, Part 25 of the Education Code, the following terms have the following meanings:

1. "Hard-to-staff school" means a school in which teachers holding emergency permits or credential waivers make up 20 percent or more of the teaching staff.
2. "Local education agency" means a school district, a county office of education, or a charter school.
3. "Low-performing school" means a school in the bottom half of all schools based on the Academic Performance Index rankings established pursuant to subdivision (a) of Section 52056.
4. "Schoolsite administrator" means a person employed on a full-time or a part-time basis as a principal or a vice principal at a public school in which kindergarten or any of grades 1 to 12, inclusive, are taught.